

PRACTICE EXAM 67: USHG

FRAMEWORK SIMULATION

PART I — STIMULUS-BASED MULTIPLE-CHOICE QUESTIONS

Directions (1–28): For each statement or question, record on your separate answer sheet the number of the word or expression that, of those given, best completes the statement or answers the question.

Base your answers to questions 1 through 3 on the passage below and on your knowledge of social studies.

From 1754 to 1763, Britain and France fought the French and Indian War for control of land in North America. Britain won the war and gained much new territory, but the war left Britain with large debts, leading it to tax the colonies.

— Description of the French and Indian War

1. The French and Indian War was fought mainly between Britain and
 - A. Spain
 - B. the American colonists
 - C. France
 - D. the Netherlands
2. As a result of winning the French and Indian War, Britain
 - A. gained much new territory in North America
 - B. lost most of its colonies
 - C. gave its land to France
 - D. ended its rule over the colonies
3. According to this passage, one important effect of the French and Indian War was that it
 - A. reduced Britain's debts
 - B. ended British control of the colonies
 - C. lowered the taxes on the colonies
 - D. led Britain to tax the colonies

Base your answers to questions 4 through 6 on the passage below and on your knowledge of social studies.

In response to the Boston Tea Party, the British Parliament passed a series of harsh laws that the colonists called the "Intolerable Acts." These laws closed the port of Boston and limited self-government in Massachusetts, angering many colonists.

— Description of the Intolerable Acts

4. The British Parliament passed the Intolerable Acts mainly in response to the

- A. signing of the Declaration of Independence
- B. Boston Tea Party
- C. writing of the Constitution
- D. end of the French and Indian War

5. According to this passage, one of the Intolerable Acts

- A. closed the port of Boston
- B. lowered taxes on the colonies
- C. granted the colonies independence
- D. gave the colonies more self-government

6. The Intolerable Acts are significant because they

- A. ended the conflict between Britain and the colonies
- B. increased colonial loyalty to Britain
- C. angered colonists and pushed them toward revolution
- D. gave the colonies representation in Parliament

Base your answers to questions 7 through 9 on the passage below and on your knowledge of social studies.

The First Amendment to the Constitution protects several basic freedoms. These include freedom of speech, freedom of religion, freedom of the press, the right to assemble peacefully, and the right to petition the government.

— Description of the First Amendment

7. According to this passage, the First Amendment protects the freedom of

- A. trade and commerce
- B. ownership of weapons
- C. trial by jury
- D. speech and religion

8. The First Amendment's protection of "freedom of the press" mainly protects the right to

- A. own private property
- B. publish news and opinions
- C. carry a firearm
- D. receive a fair trial

9. The First Amendment also protects the right of people to

- A. assemble peacefully and petition the government
- B. refuse to pay any taxes
- C. ignore the laws they dislike
- D. hold government office without election

Base your answers to questions 10 and 11 on the passage below and on your knowledge of social studies.

In 1798, Congress passed the Alien and Sedition Acts. These laws made it harder for immigrants to become citizens and made it a crime to publish criticism of the government. Critics argued the laws violated the freedoms in the Bill of Rights.

— Description of the Alien and Sedition Acts

10. According to this passage, the Sedition Act made it a crime to

- A. become a citizen of the United States
- B. serve in the United States military
- C. trade with foreign nations
- D. publish criticism of the government

11. Critics of the Alien and Sedition Acts argued that the laws

- A. gave too much power to the states
- B. were too weak to be enforced
- C. violated the freedoms in the Bill of Rights
- D. helped immigrants become citizens

Base your answers to questions 12 through 14 on the passage below and on your knowledge of social studies.

Following the election of 1860, eleven southern states seceded from the United States and formed the Confederate States of America. They chose Jefferson Davis as their president and argued that states had the right to leave the Union.

— Description of secession and the Confederacy

12. The southern states that seceded from the United States formed the

- A. United States of America
- B. Confederate States of America
- C. Republic of Texas
- D. League of Southern Nations

13. The president chosen to lead the Confederate States of America was

- A. Jefferson Davis
- B. Abraham Lincoln
- C. Robert E. Lee
- D. Ulysses S. Grant

14. The southern states defended their secession by arguing that

- A. the federal government had no debts
- B. the North had no factories
- C. slavery was unimportant to them
- D. states had the right to leave the Union

Base your answers to questions 15 through 17 on the passage below and on your knowledge of social studies.

After the Civil War, leaders disagreed over how to rebuild the South. President Lincoln favored a gentle plan to quickly readmit the southern states, while a group called the Radical Republicans wanted to punish the South and protect the rights of formerly enslaved people.

— Description of the debate over Reconstruction

15. According to this passage, President Lincoln favored a plan to

- A. punish the southern states harshly
- B. quickly and gently readmit the southern states
- C. keep the southern states out of the Union forever
- D. give no rights to formerly enslaved people

16. The Radical Republicans wanted to

- A. quickly forgive the southern states
- B. return power to former Confederate leaders
- C. punish the South and protect formerly enslaved people
- D. ignore the rights of African Americans

17. The disagreement described in this passage was mainly about

- A. whether to fight the Civil War
- B. whether to free enslaved people

- C. how to win the war against the South
- D. how to rebuild the South after the war

Base your answers to questions 18 and 19 on the passage below and on your knowledge of social studies.

During the Gilded Age, many business leaders supported a policy of "laissez-faire," the idea that the government should not interfere in the economy. They believed businesses should be free to operate with little or no government regulation.

— Description of laissez-faire

18. The policy of "laissez-faire" supported the idea that the government should

- A. not interfere in the economy
- B. take control of all businesses
- C. set the prices of all goods
- D. own the nation's factories

19. Supporters of laissez-faire believed that businesses should

- A. be controlled by the government
- B. be owned by their workers
- C. operate with little government regulation
- D. be required to pay very high taxes

Base your answers to questions 20 and 21 on the passage below and on your knowledge of social studies.

In the early 1900s, many schools and organizations worked to "Americanize" immigrants. They taught newcomers the English language, American history, and customs, hoping to help immigrants fit into American society and become citizens.

— Description of the Americanization movement

20. The goal of the "Americanization" movement was to

- A. send immigrants back to their home countries
- B. help immigrants fit into American society
- C. keep immigrants separate from other Americans
- D. prevent immigrants from becoming citizens

21. According to this passage, schools and organizations tried to Americanize immigrants by teaching them

- A. how to return to their home countries
- B. ways to avoid becoming citizens
- C. the customs of foreign nations
- D. the English language, history, and customs

Base your answers to questions 22 and 23 on the passage below and on your knowledge of social studies.

In 1898, the American warship USS Maine exploded and sank in the harbor of Havana, Cuba. Many Americans blamed Spain for the explosion, and the event helped lead the United States to declare war on Spain.

— Description of the USS Maine

22. According to this passage, the USS Maine exploded and sank in the harbor of

- A. Havana, Cuba
- B. San Juan, Puerto Rico
- C. Manila, the Philippines
- D. New York, the United States

23. The sinking of the USS Maine is significant because it

- A. ended the war between the United States and Spain
- B. helped lead the United States to declare war on Spain
- C. caused Spain to give up all of its colonies
- D. kept the United States out of the war

Base your answers to questions 24 and 25 on the passage below and on your knowledge of social studies.

World War I introduced deadly new weapons and a new style of fighting. Soldiers dug long ditches called trenches for protection, while machine guns, poison gas, and tanks made the fighting more destructive than in earlier wars.

— Description of new weapons in World War I

24. According to this passage, soldiers in World War I dug long ditches called

- A. tunnels
- B. bunkers
- C. trenches
- D. craters

25. The new weapons of World War I, such as machine guns and poison gas, made the fighting

- A. more destructive than in earlier wars
- B. much safer for the soldiers
- C. shorter and less deadly
- D. easier to avoid entirely

Base your answer to question 26 on the passage below and on your knowledge of social studies.

Although the New Deal helped many Americans, it also faced criticism. Some opponents argued that the New Deal gave the federal government too much power and spent too much money, while others felt it did not do enough to help those in need.

— Description of criticism of the New Deal

26. According to this passage, some opponents criticized the New Deal because they believed it

- A. ended the Great Depression too quickly
- B. gave too little power to the government
- C. created too many jobs for Americans
- D. gave the federal government too much power

Base your answers to questions 27 and 28 on the passage below and on your knowledge of social studies.

After World War II, the United States enjoyed a period of strong economic growth. Returning soldiers started families, leading to a "baby boom," and many Americans bought homes, cars, and new consumer goods during the prosperous 1950s.

— Description of the postwar economic boom

27. The "baby boom" after World War II refers to the

- A. movement of families out of the United States
- B. decline in the nation's population
- C. large increase in births as soldiers started families
- D. drop in the number of new homes built

28. According to this passage, the 1950s in the United States were a time of

- A. severe economic depression
- B. strong economic growth and prosperity
- C. widespread unemployment
- D. decline in consumer spending

PRACTICE EXAM 67: USHG FRAMEWORK SIMULATION — ANSWER KEY WITH EXPLANATIONS

- 1. C** — The French and Indian War was fought mainly between Britain and France. Both sought control of North American land. Britain ultimately prevailed.
- 2. A** — By winning the war, Britain gained much new territory in North America. Its empire expanded greatly. France lost most of its mainland holdings.
- 3. D** — One important effect was that the war led Britain to tax the colonies. War debts strained Britain's finances. New taxes on the colonies followed.
- 4. B** — Parliament passed the Intolerable Acts mainly in response to the Boston Tea Party. The destruction of tea angered Britain. The laws were meant to punish Massachusetts.
- 5. A** — One of the Intolerable Acts closed the port of Boston. This cut off the city's trade. The measure aimed to force colonial obedience.
- 6. C** — The Intolerable Acts angered colonists and pushed them toward revolution. Harsh punishment united the colonies. Resistance to Britain grew.
- 7. D** — The First Amendment protects the freedom of speech and religion. These are among its core protections. They safeguard basic liberties.
- 8. B** — Freedom of the press protects the right to publish news and opinions. The press can report without censorship. This supports an informed public.
- 9. A** — The First Amendment also protects the right to assemble peacefully and petition the government. Citizens can gather and voice concerns. These rights enable participation in democracy.
- 10. D** — The Sedition Act made it a crime to publish criticism of the government. It restricted free expression. Many saw it as an attack on liberty.
- 11. C** — Critics argued the Alien and Sedition Acts violated the freedoms in the Bill of Rights. They threatened free speech and press. Opponents challenged their constitutionality.
- 12. B** — The seceding southern states formed the Confederate States of America. They created a separate government. This split the nation.
- 13. A** — The Confederate States chose Jefferson Davis as their president. He led the new government. Davis headed the Confederacy throughout the war.
- 14. D** — The southern states argued that states had the right to leave the Union. They claimed sovereignty over federal authority. This justified their secession.

- 15. B** — President Lincoln favored a plan to quickly and gently readmit the southern states. He sought reconciliation. His approach was lenient toward the South.
- 16. C** — The Radical Republicans wanted to punish the South and protect formerly enslaved people. They favored stronger measures. They sought to secure Black rights.
- 17. D** — The disagreement was mainly about how to rebuild the South after the war. Leaders differed on Reconstruction policy. This shaped the postwar struggle.
- 18. A** — "Laissez-faire" supported the idea that the government should not interfere in the economy. It favored minimal regulation. Markets were to operate freely.
- 19. C** — Supporters believed businesses should operate with little government regulation. They opposed government interference. This view shaped Gilded Age policy.
- 20. B** — The goal of "Americanization" was to help immigrants fit into American society. It encouraged adaptation to American life. The movement aimed to ease their integration.
- 21. D** — Schools tried to Americanize immigrants by teaching them the English language, history, and customs. They promoted American culture. This prepared immigrants for citizenship.
- 22. A** — The USS Maine exploded and sank in the harbor of Havana, Cuba. The ship was stationed there. Its destruction shocked Americans.
- 23. B** — The sinking of the Maine helped lead the United States to declare war on Spain. Americans blamed Spain. The event pushed the nation into war.
- 24. C** — Soldiers in World War I dug long ditches called trenches. These offered protection from enemy fire. Trench warfare defined the conflict.
- 25. A** — New weapons such as machine guns and poison gas made the fighting more destructive than in earlier wars. They caused massive casualties. The war's scale of death was unprecedented.
- 26. D** — Some opponents criticized the New Deal because they believed it gave the federal government too much power. They feared government overreach. Critics also objected to heavy spending.
- 27. C** — The "baby boom" refers to the large increase in births as soldiers started families. Returning veterans began households. The population grew rapidly.
- 28. B** — The 1950s were a time of strong economic growth and prosperity. Americans bought homes and goods. The decade brought widespread affluence.